

Introduction

The White Paper* "Better Opportunities in Technical Education" foreshadowed considerable changes in the length and content of part-time courses for craftsmen and technicians. It suggested that, when courses were lengthened to the 330 hours per year recommended in the Crowther Report†, the time given to English and general subjects, including physical education, should be increased. It also referred to the need for "experiments into the form in which general studies can best be introduced into courses for this type of student, and into the best methods of teaching them". The Working Party on Re-organisation of Part-time Technical Courses therefore appointed an advisory committee on general studies, which included members with a wide variety of teaching experience in further education and in education and training in industry. The committee was asked to draft notes for the guidance of technical colleges on the arrangements for and treatment of general studies when part-time technical courses are lengthened to make approximately 90 hours per year available for them. The observations and suggestions which follow are immediately relevant to the treatment of general studies in the General Course in Engineering and in part-time courses for technicians and craftsmen; they will also apply to general courses in other technologies. They are based on the assumption that some 2½ to 3 hours per week are available for these studies. Where this allocation of time is not yet possible, it is hoped that this pamphlet may nevertheless be helpful to colleges making provision for general studies on a more limited scale both within and outside the curriculum.

While the immediate purpose of this pamphlet is to suggest material and treatment for general studies in lower-level technical courses, it may also stimulate constructive thinking about the possible forms in which these studies may play their part in the more advanced courses.

The Students

Before outlining the possible scope of general studies in part-time technical courses, it is essential to consider the students who will undertake them. It seems clear that young men between 15 and 18

* Cmd. 1254, January 1961, H.M.S.O. 1/3d. net.

† "15 to 18", Report of the Central Advisory Council for Education—England, H.M.S.O. 1959, 12/6d. net.

years of age will form the great majority. When they are not attending the college, they will be at work in industry. The fact that they have been selected as potential craftsmen or technicians argues that many have at least an average mental and manual competence. They may, nevertheless, differ widely in previous education and attainment; a number will have attended selective secondary schools; others may have followed school courses with a technical or practical bias; yet others may have taken neither of these routes. These differences in background, and probably in the students' approach to study, must be taken into account not only in prescribing for their technical subjects but in the design of an appropriate general studies curriculum.

The Purposes and Nature of General Studies

The needs of these young people are outlined in Chapter 17 of the Crowther Report. While recognising that their period of day release would be dominated by their technical studies, it insisted that equal importance if not equal time be given to the wider social purposes of further education outlined in its "Four Strands" (page 179). These were to help young workers to find their way successfully about the world both as consumers and citizens, to form standards of moral values by which they can live in the new world in which they find themselves, to continue and develop the pursuits and activities which they have begun at school, to improve their basic education.

The first need of the students in both the technical and general elements of their course is to develop their communication skills. They must be able to make themselves understood in speech and writing and, through listening and reading, to understand other people. Success in their technical subjects will directly depend on mastery of these skills; they are vital, too, for the students' development as individuals and as members of society.

It is for these reasons that the teaching of English and general studies should be regarded as a single operation. English should be taught in a context—there must be a body of material involving discussion and written work in the course of which the student can practise the skills of speaking, listening, writing and reading. For

the instruction to be effective the student must see that what is being taught has a real value for him as a worker, as an individual, as a member of a social group. General studies might therefore draw its material from the "Four Strands" of the Crowther Report.

The Content of General Studies

What follows is an attempt to indicate the broad areas of knowledge and experience from which the subject matter for general studies might be selected.

I. THE STUDENT AND THE COLLEGE

- (a) The nature and organisation of the college and the student's place in it; his relations with staff and fellow students. The differences between school and college.
- (b) The purpose of his course and of general studies in particular; the relationship between technical education and industry.

II. THE STUDENT AND HIS JOB

- (a) "Bridging the gap"—the student's job; training facilities, prospects and ambitions; education and training within the firm and at college; the Youth Employment Service.
- (b) The student's firm; its place in local and national industry; some famous (local) inventors, scientists and industrialists; industry as a means to man's mastery of his environment; the need for industrial change.
- (c) Relations on the shop floor; with management and fellow workers; discipline and morality, rights and obligations; trade unions and industrial relations.
- (d) Work, wages, costs and profits.
- (e) Health and safety at work; industrial injuries; the Factory Acts.

III. THE STUDENT, HIS HOME, HIS FAMILY AND HIS FRIENDS

- (a) The significance of the human family group in society; family relationships, mutual obligations and responsibilities.
- (b) Relations between the sexes; traditional standards and modern attitudes; "how far should you go?"; love, courtship, marriage and family planning; problems of personal adjustment; what makes a happy home?; the husband's part in homemaking; divorce and the broken home.
- (c) Spending one's income; budgeting and saving; getting value for money; some problems of personal choice—drinking, smoking and gambling; advertising and the teen-age consumer; hire purchase, its advantages and pitfalls.
- (d) How to "get on" with other people; are "good manners" any use?

IV. THE STUDENT AND THE WIDER COMMUNITY

- (a) The local community—its history, industry and places of interest; local government; living in towns and cities; town and country planning.
- (b) National government; Parliament, the parties, elections.
- (c) The welfare state; the scope of the social services and what they cost; the value of voluntary social service; caring for the old, the sick and the handicapped.
- (d) Discipline and the law.
- (e) Current economic problems; the impact of economic change on the individual.
- (f) The local, national and international significance of differences in race, colour and religion.
- (g) War on want; world population and food supplies; rich and poor countries; problems of development.
- (h) Life in countries with economic and political systems different from those of the U.K.
- (i) The United Nations Organisation; its agencies and their work.
- (j) Current international affairs; disarmament, international control and co-operation; the problem of nuclear armaments.

V. THE WIDENING OF HORIZONS AND THE DEVELOPMENT OF PERSONAL INTERESTS

(a) *Man and nature*

The universe and man's place in it; concepts of space and time; the worlds of the telescope and the microscope; the discoveries of geology and archaeology; the influence of heredity and environment on human development; man's changing view of nature and of himself; men and machines; culture and civilisation.

(b) *The arts*

(i) The practice, study and appreciation of the pictorial and plastic arts; drawing, painting, modelling, sculpture, pottery, fabric printing, lino cutting; design in the home and in one's everyday surroundings.

(ii) The practice and study of music-making in many forms.

(iii) Literature for pleasure and personal enrichment.

(iv) The study and practice of drama; acting, movement, mime, speech training; the cinema; television drama.

(c) *The crafts*

(i) Opportunities to practise handicrafts; the shaping of wood and metal.

(ii) The mechanical hobby-crafts; boat building, model making, radio and television, photography and film-making, glider-building; "do-it-yourself" techniques and materials.

(iii) The driving and maintenance of cars, motor-cycles and scooters; road safety, map-reading and navigation by sea and air.

(d) *Physical education and recreation*

It is perhaps not necessary to list the various forms which this might take. Although training for the traditional team games will have its place, there should also be opportunities and facilities for the learning and practice of small-group games and activities which may be new to the student. For those who want or need them, opportunities for facing physical challenge in a variety of forms might be provided.

The purpose of the whole of section V of the scheme is to awaken, stimulate and nourish interests, and to make students aware of the opportunities in the college and in their local community for taking these interests further and onward into adult life. They should be made aware of and introduced to local societies, clubs, the Youth Service, centres of further education and interest groups of all kinds.

Four things should be said about this broad scheme:

First, it is not exhaustive. All good teachers, in the light of their own talents and interests and knowing their students and the resources of their colleges, will be able to add to it.

Second, it is not a syllabus, arranged in chronological order, but rather a storehouse from which topics may be drawn as the teacher senses that they will spark off the interests of the students and provide them with the raw material on which they will want to exercise their skills.

Relevance and appeal to the students will be important criteria of selection, and the resulting syllabus should be constructed with the need for active and varied student participation always in mind. The main sections of the scheme are, however, of equal importance and at least some of the topics in Sections II-IV should find a place—though a different treatment—in each year of the student's course. If, for example, "Authority and the Individual" were chosen as the subject for a term's study, contributory themes might be selected as follows:

Discipline within the college	...	...	Ia
Discipline on the shop floor	...	...	IIC
Family discipline ...	...	...	IIa & b
Civil discipline and the law	...	...	IVd

Similarly, "Earning a Living" could be illustrated in the following way:

Technical education and industry	...	Ib
Prospects, training and the Youth Employment Service	... ..	IIa
Relations within the firm	...	IIc
Work, wages, costs and profits	...	IId
Spending one's income	... ..	IIc
Deductions from pay and the social services	... ..	IVc
Economic change and the individual		IVe

Alternatively, if treatment in depth seems timely and appropriate, almost any of the sub-divisions of Sections II, III and IV could be the major topic for the term. Many of the activities mentioned in Section V have, moreover, a dual value. They can be pursued for their own sakes; but they can also provide useful sources of illustration for topics and themes from other sections. Scientific thought and discovery (Section V) can be used to direct students' attention to aspects and origins of some of the social problems—the colour problem and smoking, to name only two—in the other sections. Some ways in which the other elements of Section V, notably the Arts, can enrich and illuminate social themes, are suggested in the Appendix, where a detailed treatment of certain themes is laid out.

Third, it need not all be covered in class time. Many activities and interests, especially those in Section V, will spill over into clubs, societies and informal groups with a vigorous life of their own. In those colleges where, for the time being, less than 90 hours is available, the need for overspill is correspondingly increased.

Lastly, it should be flexibly organised. There is need to allow not only for the grading of students into groups appropriate to their ability and attainment, but also for mixing students from different crafts and technologies. It should also be possible to give some scope for personal choice. If, for example, two-thirds of the weekly general studies time is given to work on topics drawn from Sections I-IV, the individual students might well spend the remaining third on their chosen practical, artistic or physical activity.

Some Observations on Teaching

(a) *The spoken word*

The importance of discussion throughout the course cannot be over-emphasised. Its value in developing confidence in speaking is patent; less often appreciated are the many opportunities which it provides for putting right errors in expression. Although this may sometimes take the form of direct correction, it will often emerge more tactfully if the teacher or a fellow-student re-formulates an imperfect effort. Discussion should not be regarded merely or only as a preliminary to written work; in the treatment of many social and personal topics it is the only way in which the student can quickly come to terms with the subject matter and the issues involved. The fact that discussion should be as free and flexible as possible does not dispense with the need for careful planning and preparation as well as for skilful handling during the lessons themselves. By the well-timed question or by a reminder of points that might otherwise be overlooked the teacher can often deploy his greater knowledge while still enabling the students to make up their own minds.

Teaching groups must be small enough for all their members to play a part; the room, the furniture, and its arrangement should also help to create an atmosphere in which the diffident may be reassured and the over-confident made constantly aware of their impact on the rest of the group.

(b) *The written word*

Students taking technical courses vary considerably in their ability to express themselves adequately in writing. For many of them some degree of remedial work may well be necessary and it would be helpful if some "setting" of groups for English and general studies could be arranged. In no set, however, should remedial work be narrowly equated with formal teaching of grammar and the working of routine exercises. Experience has shown fairly conclusively that such occupations have no effect on the correctness or quality of students' writing. Improvement in range of vocabulary, flexibility of structure and in the mechanics of language, punctuation, and spelling, will arise more surely through the careful and consistent correction of individual students' written work by the teachers of technical and general studies alike. The general studies staff will necessarily work in alliance with their technical colleagues here, for the correct use of language in science, mathematics, workshop practice, etc. is primarily the responsibility of the teacher of those subjects. Each student might, for example, keep a well-organised and comprehensive folder in which the total range of his written work can be seen by all his teachers. This scrutiny could well form the basis for staff discussions of such matters as common policies for marking and correction.

(c) *Links with the world of work*

Although all members of the college staff share the vital task of seeing that each student starts his course successfully and in the right frame of mind, the teachers of general studies have an especially important role. The keen young apprentice, appreciating the privilege of release from work for further education and with his eyes fixed on technical qualifications, may well feel initially that general studies are a waste of time for him and for his employer. In these early stages there will be a particular need to demonstrate to him that all aspects of the course are important and relevant to his prospects both in the college and in his job. Sections I and II of the curriculum suggested earlier offer ample general studies subject matter which can be drawn from technical studies and the shop-floor. At this stage, too, the student will need help in learning how to receive and record the often considerable volume of new information contained in his technical studies: the taking of notes from lessons

or from books, understanding and spelling new terms, the presentation of laboratory or workshop reports, and the orderly recording of data. In helping the students to acquire these and other skills of studentship the "communications" aspect of general studies can play a valuable part. It is in the laboratory and the workshop that the student will first feel in urgent need of these skills and it is in this context rather than through the working of artificial exercises that he will be most ready to learn them. There is little value in a student's writing a detailed description of an object he could more effectively represent by a sketch. The communications aspect of general studies should, however, constantly reinforce the work of the teachers of the technical subjects. From the first, students should be guided to feel a need to express themselves clearly in both speech and writing, just as they seek for greater precision and assurance in workshop and laboratory. Increased mastery of these skills can be a potent source of confidence and maturity, qualities valuable both to the individual and to his employer.

(d) *Sources and materials*

The sheer range of a general studies curriculum and the need to present its subject matter with immediacy and directness necessitates the use of a wide variety of teaching aids and source material. Although the lecture-type lesson may still have an occasional place, the students will draw their subject matter from many other sources. That they should make full and constant use of the books, periodicals, pamphlets and newspapers in the college library goes without saying, although it is hoped that this material will be available in class and study rooms, too. The tremendous resources of audio-visual instruction—the film, the film-strip, the tape-recorder, the radio or television transmission—are, or should be, available to bring the contemporary world in all its variety and complexity into the general studies class rooms of any modern college of further education. Some of the programmes and material offered by these media will have been expressly designed to instruct; they are factual, documentary—the audio-visual equivalent of a text-book. But the teacher need not confine himself only to these. Indeed, since one of the main purposes of a general studies course is to help the students to a critical appraisal of the mass media of persuasion and entertainment, the full range of what these media normally offer to the public is grist to the general studies mill as illustration and subject matter. The realism of the contemporary stage, cinema and fiction means that a film, a play or a novel (often a paper-back) can be used as a background to a personal problem and offer a lively starting point for further investigation.

The world outside the college can help in other ways. Industry itself can provide a great variety of source material for education and training which will be as useful to the general studies department as to the technical departments. Account, too, should be taken of any courses or aspects of training undertaken by firms with specific groups of students which could contribute to general studies. The suggestions for the curriculum offered earlier cover many matters of either a deeply personal or explosively controversial kind which will call, among other things, for a wide variety of specialist knowledge. The general studies teacher will often feel that he needs to enlist the aid of the outside expert and of the representatives of various "sides" of a burning question to speak directly to the students. Such speakers will need careful selection and briefing by the teacher, who in his tutorial capacity will prepare for and follow up the visitors' talks. The teacher will often wish to take the chair at talks given by visiting lecturers and his function here will often be to encourage and stimulate vigorous discussion and questioning. Sound radio and television's growing provision of educational programmes specifically designed for technical students promises to offer comprehensive and objective introductions to an increasing number of topics which a teacher with limited resources at his command might find difficult to broach alone.

Outside visits, again properly prepared for and followed up, have a dual value. They can offer firsthand experience of various aspects of the work of the students' local community; less obviously, perhaps, they can be valuable occasions for social training, especially where the students themselves undertake the arrangements and take the lead in the variety of oral and written communication and personal contacts which such visits involve. It is here, too, that the student's active participation in running his chosen club, society or interest group outside class time can be a potent—and enjoyable—aid to maturity.

Short residential courses organised by colleges of further education have proved other opportunities for young students to take part in informal educational activities. These courses appear to be most successful, and the benefits gained from these have proved to be high in proportion to the time spent on them.

The college of further education of to-day is rich in both human and material resources. Some, like the library, have already been mentioned. But its laboratories, workshops, and commerce rooms contain apparatus, machinery and equipment which are themselves the tools of the modern scientific and technological revolution. Some students will use them in the pursuit of their specialist courses.

But what of the others? Why should not students from other courses know something of an electric typewriter, a photocopying machine, a diesel engine, a microprojector? On the human side, the staff of any college will include members with a variety of leisure interests, hobbies and private enthusiasms besides their specialist teaching subjects. If they can be persuaded to share these with the students, either in or out of timetable hours, a valuable enrichment of the college community may accrue. The mathematics lecturer who reveals himself a keen musician, or the workshop technologist who spends his spare time building sailing craft, can demonstrate more effectively than any amount of exhortation the possible rewards of a full life.

Assessing the Work in General Studies

Any scheme of general studies that forms part of a technical course must incorporate a means of assessing students' progress and achievement. Teachers themselves will seek a periodic evaluation of the effect of their work; students and their employers may the more easily be convinced of the importance of these studies if such an assessment is made. The form it takes should grow naturally out of the curriculum and methods selected by the college. Convenience of assessment should never be allowed to exert a restrictive influence on either the subject matter or its treatment.

An externally set or assessed examination of the traditional kind would be so difficult to arrange as to be impracticable; moreover, the committee considers an external examination unsuited to the course as it is designed. The committee is, nevertheless, firmly of the opinion that each college should attempt to estimate its students' progress towards:

- (a) fluency and accuracy in speech and writing;
- (b) clarity of thought, and care in making judgements;
- (c) awareness of potential sources of information and a critical attitude towards them.

To assess this progress at any single point in the course would be difficult if not impossible. To facilitate the sampling of representative aspects of the work, the committee reiterates its earlier suggestion that each student should keep a folder from which periodic selections could be made and submitted for either internal or independent assessment. It recommends that each college should regard this assessment as an essential element in its diagnosis of the student's suitability for enrolment in the subsequent stages of his course.

The committee is aware that this method does not evaluate all aspects of the student's progress. The less tangible but equally vital skills which show themselves in the range and quality of his interests and personal relationships are only apparent to a skilled and sympathetic observer over a period. In a variety of ways, and notably through his regular handling of discussion, the general studies teacher will be well placed to formulate a useful supplementary report on each student's development.

Conclusion

It has been the purpose of this pamphlet to offer a set of principles which should govern the selection and treatment of the content of general studies. The student's life and the variety of his relationships with the contemporary world are its continuing theme. Many combinations and variations are possible, but in constructing this course, the general studies teacher's final criterion of selection will always be his unique knowledge of the needs, capacities and interests of his own students.

Appendix

The purpose of this appendix is to suggest how the general lines of approach described in the preceding pages may be applied to specific themes. Four theme treatments are given—all of them examples of courses which have been planned and carried out with day-release students. They are offered not as blueprints to be copied mechanically, but rather as indications of the sort of approach which the committee has in mind and as leads to further creative thinking. *Theme I*, "Communities and Relationships", is designed to cover a year's work and draws its material from several of the Sections outlined on pages 3 to 5. *Themes II and III* are designed to cover a term's work and are examples of the alternative approach suggested on page 7; here a sub-section has been developed into the major topic for the term, but it will be seen that material from other sections has been used. *Theme IV* also comprises a term's work but is part of a session's course on "Authority and the individual".

The committee appreciates that the teaching of English and general studies will be shared by teachers having a wide variety of subject qualifications, experience and special interests. It hopes that from the broad scheme, teachers will select elements which, while forming a related field of study, will yet enable them to deploy their special talents and to enrich the course with their personal enthusiasms, thereby enhancing its underlying communications aspect.

In the outlines which follow, and notably in *Theme I*, it will be seen that a considerable range of films and books is suggested. In the courses as they were carried out, selected passages from the books listed were read, sometimes by the teacher, sometimes by those students who enjoyed reading aloud. In many cases this was successful in stimulating some students to borrow the books from the college and to read the full texts for themselves. Plays, it was usually found, were more often read entirely in class. Not all films were shown at their full length; use was frequently made of the extracts from feature films prepared by the British Film Institute (enquiries about appropriate films will be sympathetically dealt with by the education department of the Institute). In the treatment of all four themes, the guiding principle in the selection of books, films, visits, broadcasts and other means of illustration to be employed was the extent to which each could act as a stimulus to discussion and to subsequent written work.

Where colleges are within easy reach of a film library, it may be easy to collect and return films at short notice; but for the majority of colleges, films will have to be despatched by post and should, therefore, be ordered in good time, with alternative titles given where possible in order to avoid disappointment. Generally at least seven days notice is required for a booking and some popular films should be booked a term in advance to make sure that they will be available when required. References to sources of films mentioned in *Theme I* are given in brackets after the title of the film: B.F.I. = British Film Institute; C.F.L. = Central Film Library. The publications of the Society for Education in Film and Television may also be of value in selecting material.

THEME I

Communities and Relationships

(A course for first-year students)

1. MATERIAL FOR STUDY

The three main kinds of community in which the students find themselves, school and college communities, the industrial community, the town community and within them the relationships which arise between

- (a) individuals themselves;
- (b) individuals and authority;
- (c) one group and another;
- (d) different groups and society.

2. METHOD

Relevant films and literature, varying widely in kind, quality and merit, are used to present the theme and provoke discussion by the students not only of the relationships shown, but also of the source material itself.

3. TREATMENT

(a) *The school and college communities (Sections Ia and Ib)*

Films: To Live and Learn (L.C.C.)
To-morrow's To-day (N.U.T.)
A Friend of the Family (CFL UK 2508)
Day in Day out (J. Lyons)

Books: Spare the Rod: Michael Croft
To Sir with Love: E. R. Braithwaite

By comparing their own experience with that shown in the books and films, students will be led to think about the nature and quality of relationships in school and college, and their differences.

(b) *The industrial community (Sections IIa, b and c)*

Films:

(i) *People and work*

(a) PROCESSES: Steel (CFL UK 798)
Buried Treasure (CFL UK 100)

(b) PEOPLE: Coalface (BFI)
Conveyor Belt (BFI)
Every Day Except Christmas (BFI)
Yukawa Story (BFI)
The Visit (BFI)

(c) RELATIONS: Men at Work (CFL UK 1352)
The Film that Never Was (CFL UK 1505)
Dispute (CFL UK 1630)

Films:

(ii) *People after work*

O Dreamland (BFI)
Sunshine on Sea (Sound Services)
Blackpool (Blackpool Corporation)
Nice Time (BFI)
Mamma Don't Allow (BFI)
Come Saturday (CFL UK 1254)
Football (CFL UK 1319)
Born to Boats (CFL UK 1580)
Rock Climbing (CCPR)
We are the Lambeth Boys (BFI)

Reading:

Sam Dykes, Marine Engineer—D. I. Aicock
Ken Jones, Electrical Engineer—D. O. Summers
Saturday Night and Sunday Morning—A. Sillitoe
Week-end in Dinlock—C. Sigal
Potbank—Mervyn Jones
Slide Rule—Nevill Shute

This material is of two kinds. One is a description of the formal working of industry as it appears to a detached observer; the other attempts to give a subjective impression of the feelings of the human beings involved, both at work and in their leisure time. The relationships between the work people do and the way they live is a recurrent theme.

(c) *The town community (Section IVa)*

Films: The Londoners (CFL UK 240)
Five Towns (CFL UK 1119)
Housing Problems (BFI)
The City (CFL US 300)
Rhythm of a City (BFI)

T.V. Programme: Coronation Street

Reading: The Card—Arnold Bennett
Jack Would Be a Gentleman—Gillian Freeman
Angel Pavement—J. B. Priestley
South Riding—W. Holtby
A Kind of Loving—Stan Barstow
This Sporting Life—D. Storey
Live Like Pigs—John Arden
Roots—Arnold Wesker
Under Milk Wood—Dylan Thomas (L.P. record)
Quite Early One Morning—Dylan Thomas
Portrait of the Artist as a Young Dog—Dylan Thomas

Visits: To a new town, a planned housing estate and an area of unregulated growth.

Points for discussion will include: is a city a community?; the effects of living in old or new housing areas on the quality of people's lives; the implications of town planning.

(d) *Relationships under stress (IVc, IVj, Va)*

Films: (a) *Effects of war*

They were expendable (BFI)
Nazi Invasion (BFI)
Paths of Glory (BFI)
Bridge over the River Kwai (BFI)
Battleship Potemkin (BFI)
Time out of War (BFI)
Kameradschaft (BFI)

(b) *People Outside Society*

Together (BFI)
Children on Trial (CFL UK 776)
A Family Affair (CFL UK 1264)
Out of True (CFL UK 1271)
A Man on Trial (CFL UK 1334)

Reading: (a) *Effects of War*

The Long and the Short and the Tall—Willis Hall
Journey's End—R. C. Sherriff
Flight to Arras—V. Saint Exupery
Hiroshima—John Hersey

(b) *People Outside Society*

Loneliness of the Long Distance Runner—A. Sillitoe
The Bike—A. Sillitoe
The Unvanquished—A Criminal by himself
The Journey of Simon McKeever—A. Maltz

The relationships considered in the earlier sections—the problem of authority, the individual and society, the mutual support of individuals and of groups—are re-examined under conditions of special stress. The latter portion of this section deals with people who for some reason find themselves unable to fit into society and lead normal lives.

A second-year course

This same broad outline can be used for a second-year course, but in each section wider or more detailed problems can be discussed. For example: education and society, industrial relations, family relations, problems of personal behaviour, international relations and race relations.

THEME II

A Study of Commercial Television

PREFATORY NOTE

It might be thought that the following scheme concentrates too narrowly on commercial television, and that an approach which covered both ITV and BBC might be preferable. The committee does not dissent from this. Since, however, this scheme was actually given to a group of students in a technical college, with the willing co-operation of officials of one of the major commercial companies, it is offered here in the actual form in which it was realised. Colleges seeking for an alternative presentation might well devise for themselves a comparative study of the two networks.

Purpose:

To develop, stimulate, and guide the growth of a critical response to communication through television. To work towards the realization that every television production communicates, ultimately, a set of values, a way of seeing, ordering, and acting based on an idea of what life is all about. To achieve the development and stimulation of a critical response by a formal examination of ITV, using the Television Act, 1954, as the standard set of rules that ITV should conform to. By measuring ITV's performance against those rules, and by examination of individual programmes, to work towards some conclusions as to how well ITV is carrying out the functions Parliament thought it should have.

- First Week:* Background to commercial TV: interested sections of community, how it came about. Excerpts from Television Act, 1954, on duplicated sheets. Work through Act, and discussion. Assign four students to watch ITN News and report.
- Second Week:* Report from four students assigned to watch ITN News, with information sheet to record results. Discussion, ITN as separate company; arrangement and function of ITA, programme companies. Regional programming and networking.
- Third Week:* Report from four students assigned to watch THIS WEEK, using together prepared information sheet. Discussion. Two filmed excerpts used on THIS WEEK. Discussion.
- Fourth Week:* Film, FAN FEVER, part of a past THIS WEEK presentation. Discussion.
- Fifth Week:* Report from students on CORONATION STREET (two episodes). Discussion.
- Sixth Week:* Film of TV Play, THE LAST HOURS (A-R). Discussion. Writers of CORONATION STREET.
- Seventh Week:* Discussion—THE LAST HOURS.
- Eighth Week:* Film, CAN ART BE DEMOCRATIC? from Kenneth Clark's ATV Series, IS ART NECESSARY? Discussion.
- Ninth Week:* Report from two student groups, on Western Series: RAWHIDE and BONANZA. Discussion.
- Tenth Week:* 77 SUNSET STRIP and INTERPOL.
- Eleventh Week:* Report from one group of students on Comedy Series: (The ARTHUR HAYNES show) and from another group on Quiz Programmes.
- Twelfth Week:* Film of TV commercials. Discussion. Talk from a producer of commercials.
- Thirteenth Week:* Report from students on SUNDAY NIGHT AT THE PALLADIUM. Discussion.
- Fourteenth Week:* Review of the Television Act, 1954. Concluding discussion.

INFORMATION SHEET: A duplicated sheet for each student is prepared for specific types of programme with questions encouraging the development of critical judgment.

NOTEBOOKS:

Each student has a notebook in which to record facts, charts, background information and points from discussion, and for written work undertaken in the last twenty minutes of each period.

REPORTS:

A group of students, usually four, are assigned to watch a specific programme during the coming week, and, using the information sheets as a guide, to present the programme to the class and report on it.

THEME III

Trade Unions and Industrial Relations

Purpose:

To foster an informed interest in the aims and processes of industrial relations through the study of the function, organisation, history, and public image of trade unions. As far as possible the material is presented in a different way every week by the use of the teaching aid most suitable for the subject. The course as given here has usually run in parallel with one on committee procedure. Questioning and discussion are encouraged at every stage, but heated argument can be avoided by the balanced choice of material and by recalling attention to an appropriate part of it whenever necessary. The planning is for classes of one hour.

- First Week:* Functions of a trade union (elicited by questions). Check from wallchart and illustrated leaflets. Summary notes.
- Second Week:* Film, A BRITISH TRADE UNION. Organization at local and national level. Diagram.
- Third Week:* The work of a shop steward, by a member of staff formerly a shop steward.
- Fourth Week:* "Must we have trade unions?"—dramatised discussion script.
- Fifth Week:* Filmstrip, TRADE UNIONISM: HISTORICAL, PART I (selected frames). Duplicated timechart.
- Sixth Week:* Filmstrip, TRADE UNIONISM: HISTORICAL, PART II (selected frames).
- Seventh Week:* Radio script or tape recording, THEN AND NOW, from BBC 'World of Work' series, read or listened to and discussed.
- Eighth Week:* Recorded discussion, "What is joint consultation?" played twice; students take own notes; discussion mainly elucidation.
- Ninth Week:* A large local firm's procedure for settling disputes. Problems of management: the human factor in industry. Industrial Welfare Society sound filmstrip, RILEY VERSUS JENNINGS.
- Tenth Week:* Selection of recent press extracts on union affairs: contrasting reports on e.g. wage claims, strikes, or an annual conference.
- Eleventh Week:* Reshowing of film, A BRITISH TRADE UNION. Discussion, summing up.

Twelfth Week: Written work based on the term's notes, e.g. a letter to the press or some other reasoned presentation of a point of view.

NOTE: *First, fourth and eighth weeks:*

The wallchart, illustrated leaflets, discussion script and gramophone record were taken from the British Council Study Box on Industrial Relations.

Seventh week:

The radio script was borrowed from the School Broadcasting Council, and permission obtained to make copies.

THEME IV

Personal Relationships

Prefatory Note

The following are notes on one section of a course on "Authority and the Individual", the earlier sections of which dealt with the importance of rules in life as applied to government and the law, and to relations between employers and workers. This, the final section deals with "Rules in personal relationships". The whole course has been carried out in a technical college with groups of students ranging in age from fifteen to nineteen, and in standard from the first to the third year of the former Ordinary National Certificate in a variety of technologies. The inclusion of this detailed treatment is a measure of the Committee's awareness that Section IIb is probably the most difficult, delicate yet vital section of its general scheme. It will be clear that only a teacher with suitable gifts of temperament and experience can handle this material, and that colleges may frequently need to call in visiting speakers who are expert in this field.

RULES IN PERSONAL RELATIONSHIPS

I. PERSONAL RULES

Recall "universal" laws—telling the truth, not cheating, etc.

We speak of personal standards. What are they? Cleanliness, honesty, charity, tolerance, love.

How far do these involve personal pride? Would you steal? Would you murder? Why not?

Are there any things you wouldn't do even if there were no law or rule against them? Why? Is it that you have to live with yourself? Could you, if you were ashamed of your personal standards? Would you get callous?

Do you value the good opinion of your family? of your friends? of your workmates? How far does fear of scorn influence you? How far do you wish to conform (e.g. dress, manners)?

What rules can you think of applied by (a) your parents (b) society, to your personal conduct? How far do you agree with them? Suppose you were a parent yourself, would it make any difference to your attitude? (e.g. late nights, spending money, girl/boy friends).

II. FAMILY LIFE

Are families necessary? Is the State taking over the functions of the family—is home only to sleep in? Why do we live in families? Family discipline is necessary if we accept the support and comfort it gives. Does it limit our freedom? Financial contributions. Qualities of good parents, sons and daughters. How much should parents sacrifice for their children? Has a son more freedom than a daughter? If so, is this right? Have the older generations a right to demand sacrifices from the young? What responsibilities have parents for transmitting good standards of personal behaviour to their children?

III. FRIENDS

(a) *Friends of our own sex:* What do we look for in a friend? What qualities do we admire and dislike most? Loyalty; should we always back up our friends? Should we tell lies to shield them? Why do we quarrel with friends? What does this mean and what should we do about it? Should we expect our friends never to do wrong? What should we do when our friends try to persuade us to do something we believe to be wrong? "I dare you!"

(b) *Friends of the opposite sex:* Can we feel the same sort of friendship for members of the opposite sex or is it different? Men and women need each other not only for physical reasons. Seeing the other person's point of view and respect for independence, selflessness in personal relationships.

How important is physical appearance? What do we mean by "attractive"? Is "sex-appeal" the same thing?

Is it better to "go steady" early, or to have a number of boy or girl friends at first? Is it right to have more than one boy or girl friend at the same time? Need they know about each other?

(c) *Sex and Behaviour:* Is it fair that boys should always make the first move? What are the advantages of this? Should boys "treat" girls or should they "go Dutch"? Why? Is it a good thing for boys to open doors for girls, walk on the outside of pavement, stand up when a girl comes into a room? What about equal rights, equal pay? Does this mean that women have sacrificed the right to be treated differently from men? How can a girl return courtesy to a boy? What do we think about being late for, or "standing up" a date? Are "blind dates" all right or does it depend on circumstances? Should a girl let the boy kiss her goodnight?

Is too much responsibility thrown on the girl? Are we inclined to expect a boy to try a girl out, and think none the worse of him for it? Do we condemn the girl if she gives way? Is this fair?

How far should boys and girls go (a) on a casual date with someone they might not see again? (b) if they are going steady? What standards should boys and girls observe in sexual matters? Where can they find their standards?

IV. COMING TO TERMS WITH SEX

Is sex dirty? Many people think so. Why? Sex is not dirty but it can be *wrong*. Why?

(a) *Premarital Intercourse*

(i) *Risk of Pregnancy*: Is there still a real risk of an "accident" in spite of the reliability of contraceptives? What would it mean for the girl, the boy and their baby? If a girl is going to have a baby do the couple really have to get married? When is it likely to work out well?

(ii) *Worth keeping for the real thing*: Would premarital intercourse take away some of the meaning of marriage itself? Is it the same for the boy as for the girl?

(iii) *Frustration*: Most women begin to want a child soon after marriage. Would premarital intercourse be likely to stir up such desires and lead to frustration? Or is it likely to relieve frustration in a long engagement?

(iv) *Fair Play*: Can we distinguish between promiscuous intercourse between people who have no thought of marriage with each other and premarital intercourse between young people in love?

(v) *Social Responsibility*: Do we owe any duty to society to obey moral rules or religious teachings? Or are a couple in love a "law unto themselves?"

(b) *Heart v. Head*

Do we inwardly resent the moral rules we try to obey, and thus experience tension and frustration? How can we discover what our beliefs and feelings really are? Are these rules arbitrary or do they give a clue as to what sex is really for? On what grounds do we accept or reject them, and what are the implications in either case? How should we react to any failure to reach the standard we adopt? Can we define a mature attitude towards sex?

(c) *Petting*:

(i) *Risk of "going too far"*: Do you think there is a danger that if you start petting you might find yourself going a little further and end up by passing "the point of no return?"

(ii) *Frustration*: Do you think that petting helps to relieve frustration?

(iii) *Mutual Respect*: Would you think just as much of a boy or girl who had petted with other people as of one who had not?

(iv) *Moral judgment*: Do you feel it to be right or wrong to pet? The greater sexual spontaneity of boys and the greater emotional involvement of girls. Boys often want to pet just for the sensual excitement; girls are more emotionally stirred.

(v) *Misunderstandings*: Girls sometimes do not realise how sexually stimulating they are to boys, especially when they are "dressed to kill". Hence girls may get the impression that all boys are "wolves", and boys that all girls set out deliberately to "tease".

V. GOING STEADY, ENGAGEMENT AND MARRIAGE

(a) *Going Steady*: What does being "in love" really mean? Is being "in love" the same as "loving" someone? What do we mean by liking, infatuation, attraction? Do you think there can be such a thing as love at first sight? Or is this just physical attraction? What does being "compatible" mean? Possible feelings—physical attraction; mutual liking; companionship; respect; tolerance; sympathy; mutual understanding and communication; kindness and consideration.

(b) *Engagement*: Getting to know each other. Length of engagement. Tensions, strains and quarrels.

(c) *Responsibilities of Marriage*: A partner chosen for life, not for a weekend. How do you know it is the real thing? Marriage is a task for two people. Do they want the kind of marriage their parents had, or do they want theirs to be different? What about finance? Will the wife continue to work? How important is her work to the woman? Will earnings be kept separate, or shared? What about personal spending money? Should work in the home be shared? What about children? Agreement on upbringing. Mixed marriages—the risks arising from the partners being of different race, class or religion.

(d) *Divorce and Broken Homes*: How far does divorce go against Church and State? How far should people totally incompatible be forced to live together? Does it make a difference if there are children? What is the difference between a harem and five wives in a row?

Footnote: Success with this theme depends on personal relationships between student and teacher; it must not be hurried and any attempt to slide over anything puts the student off.

The course must not be mechanically geared to the timetable but introduced as spontaneously as possible. The main route can be left in order to follow a side issue without loss, for example when discussing the role of married women and earnings, career girls versus housewives, etc. The point is that the whole theme is life and should not be an isolated topic. Perhaps it should be handled as delicately as the emotion itself.

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* The committee was appointed by the Ministry of Education on the recommendation of the Working Party on the Re-organisation of Part-time Technical Courses, and with the help of nominations made by: the Association of Principals of Technical Institutions, the Association of Teachers in Technical Institutions, the City and Guilds of London Institute, the East Midland Educational Union, the Northern Counties Technical Examinations Council, the Union of Educational Institutions, the Union of Lancashire and Cheshire Institutes, the Welsh Joint Education Committee and the Yorkshire Council for Further Education.



MINISTRY OF EDUCATION

General
Studies
in
Technical
Colleges

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Foreword

This is a practical and imaginative report. It is primarily intended for the guidance of technical colleges in teaching English and general studies to students between 15 and 18 in part-time technical courses, but it will also interest all who are concerned with similar problems.

The task is not an easy one. The results obtained by traditional methods have often been disappointing. Rightly in my view, the Committee does not offer only one answer or suggest a uniform pattern. The examples—based upon actual experience—which it gives are intended as illustrations of what can be done.

Individual colleges and teachers must work out for themselves the courses which will suit their own students best. I hope that in doing so they will find this report stimulating and useful.

July, 1962.

EDWARD C. G. BOYLE.